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## ENCOURAGEMENT OF UNIVERSITY RESEARCH

### REPORT OF COMMITTEE R

The Committee on Research offers the following report, in continuation of that published in the March BULLETIN, 1919, p. 11.

#### *Teaching Hours of a Professor in a Graduate School*

All graduate schools in the United States, even the strongest, do less than the universities of Europe to extend and intensify the influence of exceptionally great scholars. Pioneer conditions, of course, explain this, but it is a fair question whether some of our institutions are not now strong enough to emulate (for example) French practice. In France the practice is well established not to require a university professor to lecture more than three times a week.<sup>1</sup> Most French university professors have about three days a week to themselves for writing and research.

Considerable time for uninterrupted study every week is necessary in order to permit an able scholar to teach thousands of people by his books and articles in addition to the few that he can reach by his lectures. Some of those responsible for the graduate schools of the United States act as if a graduate professor taught only those whom he met in the class room.

Time for uninterrupted study is also needed for a professor in charge of graduate classes properly to direct the researches of his students. A graduate professor's value and influence is not to be judged by the size of his graduate classes. He may be teaching but half-a-dozen men and yet if these men later become the teachers of thousands, the graduate professor's influence extends in fact to all that multitude of future students.

In the United States, university professors giving courses in a graduate school, and, therefore, supposedly on a par with French

<sup>1</sup> It is hoped that nobody will think that he has disposed of this statement by citing an instance or two of a French professor lecturing more than three times a week. Some French professors extend a lecture to an hour and a half. The professor of Celtic at the University of Paris writes that he is lecturing (voluntarily) eight hours a week. On the other hand a professor in one of the 24 universities in the United States named in this report writes that he is teaching (voluntarily) 24 hours a week. The present report deals with general practice not with exceptions.

professors, are generally expected in our strongest institutions to lecture six or eight times a week. The average for all universities that devote attention to graduate work is around ten hours a week. Few have more than one uninterrupted day in the week for writing and research. It is impossible that our professors should contribute as much to the thought of the world as do scholars beyond the sea with their more generous time-tables.<sup>1</sup>

This is the gist of the information obtained by your committee from (a) answers to a questionnaire addressed to the deans of the graduate schools of twenty-four leading universities in the United States, and from (b) twelve letters written at our request by European scholars. It is respectfully called to the attention of those responsible for the control of the different universities in the United States.

Our questionnaire was addressed to the graduate schools of twenty-four universities. The list is that of the Association of American Universities for 1920: University of California, Catholic University, University of Chicago, Clark University, Columbia University, Cornell University, Harvard University, University of Illinois, Indiana University, State University of Iowa, Johns Hopkins University, University of Kansas, University of Michigan, University of Minnesota, University of Missouri, University of Nebraska, Northwestern University, Ohio State University, University of Pennsylvania, Princeton University, University of Virginia, Stanford University, University of Wisconsin, Yale University.

All of these institutions replied.

These twenty-four graduate schools fall roughly into two divisions:

<sup>1</sup> The following sentence from a letter of gift in which Mr. August Heckscher gave \$500,000 to Cornell University in aid of research deserves to be quoted here:

"As research in America suffers from the exhaustion of professors by teaching and other duties, it is my desire that professors and instructors possessing the talent and training necessary for research shall, under such conditions and for such periods of time as the University authorities may prescribe, be liberated partially or wholly from those duties and enabled to devote themselves in all the freshness and fullness of their energies to productive investigation and scholarship." Some words with which Acting President A. W. Smith accompanies this letter are: "No teaching can be continuously effective except where the teacher receives the stimulus which comes from the struggle to extend human knowledge. The stimulus may come from the teacher's own research, or from association with others engaged in the work."—*Cornell University President's Report*, 1920-1921, pp. 16, 17.

1. Those in which a professor gives from 6 to 8 lectures per week. A substantial number of the graduate schools reporting belong to this class.
2. Those in which a professor gives from 10 to 12 or more lectures a week.

With some exceptions these two divisions represent two different grades of graduate schools. This may be proved by classifying the various graduate schools either according to their general reputation; or according to their wealth; or according to the number of graduate students resorting to them. If two groups were to be made according to any one of these criteria they would be found to agree pretty well with the groups made on the criterion of the number of hours required of a professor.

To require no more than six to eight hours teaching from a professor in a graduate school is, therefore, already in the United States a mark of first-class practice.

#### *Foreign Universities are Graduate Schools*

Letters courteously written by foreign scholars, two of which have been previously published in the Bulletin (May, 1921), indicate that the number of teaching hours of a professor, although somewhat greater in Germany, Scotland and England than in France, is yet less (generally much less) than the average of ten hours expected in the United States. All of the teaching of the foreign professors reporting corresponds to that in our graduate schools. (See pages 34 ff.)

#### *Our Professors Teach both in a Graduate School and a College*

Of the twenty-four universities reporting it appears that but eleven make a distinction between the time-tables of professors who teach wholly or in part in the graduate school, and those of professors who teach exclusively in the college. Clearly, in the United States few men are engaged exclusively in graduate teaching, and our problem is less how many graduate courses should be the limit, than what is the proper combination of the two types of teaching. One institution reports that its custom is to count one hour of graduate teaching as equivalent to two hours of undergraduate teaching. To meet conditions in the United States some approximate ratio of time allowance for graduate and for college work, perhaps in the pro-

portion of not more than 2 to 1 or less than  $1\frac{1}{2}$  to 1 should be established.<sup>1</sup>

In any consideration of teaching hours two other tasks which may rest upon a professor who gives graduate courses ought to be allowed for: first, the necessary duty of supervising doctoral dissertations;<sup>2</sup> second, an often unavoidable burden of administrative cares.<sup>3</sup>

#### *The Difference Between a Graduate School and a College*

More than half of the institutions reporting mention no difference between the teaching hours of a professor in the graduate school

<sup>1</sup> A member of the committee writes: "Such a ratio, however, should not be established without an important distinction being made. There is a large group (numerically, if we should embrace all the institutions which attempt graduate work, the largest single group) of what we may term incidental graduate courses. Members of the staff are (1) permitted or (2) encouraged or (3) pushed to offer a graduate course or graduate courses totaling from one to four hours. It often does not essentially differ from a college course, or it may be a rehash of the notes on a graduate course followed by the teacher during his student days, or it may even represent the result of hard serious work during the year it is first given, without the essential background furnished only by continued and continuous reading and study in the subject. Such courses would in an ideal system promptly disappear, but their name will continue legion during my lifetime and yours. To count them as having graduate time value in computing proper schedules would make it the goal of every younger college teacher to get a share in them, and would serve to intensify the course which they already constitute.

So far as I can see, it is hopeless to attempt to define such courses in such a way that they could be with any assurance sifted out from the real graduate courses. I therefore see none but a purely mechanical way to handle the question, perhaps this: taking the hour of undergraduate teaching as the unit, every hour of graduate teaching up to four should count as 1, while every hour above four should count as at least 2. Thus in an institution where 10 hours college work is considered as the norm, an instructor would be considered as measuring up to this had he (1) 4 g + 6 u, or (2) 5 g + 4 u, or (3) 6 g + 2 u, or (4) 7 g. In an institution where 12 is held to be the norm, 8 g would furnish the equivalent of this."

<sup>2</sup> A member of the committee writes: "I should say that as a minimum, every dissertation in my immediate charge costs me fully as much time as the preparation and giving of any hour through the year of teaching work. Some have cost me much more. And at the same time I feel that it is the work in which I have done the most for my students. From the standpoint of the institution, nothing does more to determine the esteem—or the misesteem—accorded to its graduate work by the general academic world than the quality of its doctoral dissertations."

<sup>3</sup> Another member of the committee writes: "Perhaps even more distracting than the hours of teaching is the amount of committee and administrative work forced upon our professors. We have built up in our universities educational machines which threaten to crush us, and to replace scholarship by barren formalism—'credits' not education we set up for attainment by students."

and those of a professor in the college. The difference between a graduate school and a college has not yet been fully grasped in the United States. It is vague in the minds of most governing bodies, and nobody has taken pains to explain it to the general public. People do not remember that in general the universities of Europe correspond to our graduate schools, not to our undergraduate colleges.

It is desirable that a clearer distinction should be drawn between professors in a graduate school, who should first of all devote themselves to research, to publication, and to the directing of a necessarily limited number of advanced students, and college professors whose first duty is to teach large classes of less advanced men and women. That the same men should teach both in a college and in a graduate school is not undesirable. What is undesirable is that because of a popular confusion between the two educational units, professors who direct advanced researches in the United States should be compelled to observe a schedule of teaching hours that was devised for professors in an undergraduate college.

Not only has this confusion tended to keep the hours of teaching in the graduate schools high, it has caused the length of the graduate-school year to be determined by that of the college year. As a result the graduate-school year in the United States is longer than the academic year in most foreign universities.

The graduate school should be organized in another way from the college. In particular the standard of numbers should be wholly different.

The separate and special aims of a graduate school may best be attained by giving its members some opportunity to realize outwardly their corporate existence. Particular buildings might be designated for the use of the school. In many universities a graduate luncheon hall where professors giving graduate instruction and their students could meet daily in informal fashion would stimulate the intellectual life of the graduate school.

Whatever may be the case with a college, it is tolerably clear that no body of laymen is competent to judge the methods by which a graduate school seeks to discover and promulgate new truth. Only the professors actually engaged in research and in directing the studies of advanced students are qualified to tell what the real needs of the school are. The graduate professors, therefore, should control educational questions relating to the graduate school. They

should make recommendations to the president of the university which should determine how the money appropriated for the use of the school should be expended.

#### *Revolving Funds*

Nine institutions have something in the way of a revolving fund which can be applied in different years to aid research in different departments. The amount of these funds varies greatly. One university reports that the income of \$500,000 is available for this purpose.

#### *Publication*

All but three of the twenty-four institutions report that they have given some financial aid during the year to learned journals or monographs.

Nothing, it seems to your committee, is more important for the development of research than (1) to strengthen and enlarge the journals which are devoted to learned articles, and (2) to provide for the publication of learned monographs or books. It is undesirable to increase the number of learned journals. Universities ought preferably to subsidize journals already established.

The present high cost of paper and printing has limited the size of some learned journals and extinguished others. Scholars in many lines are stinted in their means of communication with the learned world. Unless a man can communicate freely his discoveries the incentive to work is largely removed. If the learned journals languish, scholarship tends to sink to the conditions of the dark ages when for lack of prompt and ample means of communication every scholar worked independently, and what he found out often died with him. Learned journals, by affording prompt and ample means of communication, have given modern scholarship its advantage over that of past ages. They have made scholarship a co-operative enterprise, and have enabled every man to build upon the results of others.

The intellectual life of our universities depends upon the dissemination of new ideas by the learned journals. These technical journals are necessarily recondite and hard for the uninitiated to understand, but they are the heart blood of the universities. Through them discoveries and new ideas circulate to vivify and keep alert the whole organization of learning.

A first-class learned journal can no more be expected to support  
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itself than can a first-class college, art gallery or library. Some have said that scholars ought to pay for their own learned journals. Doubtless, scholars ought to subscribe to technical magazines more widely than at present, but to demand that learned journals be paid for entirely by scholars is nearly as absurd as it would be to demand that grand opera should be paid for by opera singers. In the first place it is impossible; the performers are too few. In the next place it is unjust; because the benefits brought about by the circulation of learned journals are widely distributed. The interchange of ideas by their means gives tone to the universities and energizes the intellectual life of the whole country.

Great as is the need for aid to learned journals, even greater is the present necessity of providing funds for the publication of monographs. Monographs and books which convey valuable ideas, but which are too bulky to be printed in journals, and not sufficiently popular in character to pay their own way, should be printed at the expense of the universities. Special endowments for the publication of useful monographs are needed. Here is a means of doing good to the world which it is hoped may appeal to the imagination of powerful and wealthy friends of learning.

THE COMMITTEE:

E. C. ARMSTRONG

CARL BECKER

C. H. HASKINS

A. R. HOHLFELD<sup>1</sup>

R. G. KENT

E. P. LEWIS

J. L. LOWES

W. A. NITZE

W. A. OLDFATHER

C. C. TORREY

A. C. L. BROWN, *Chairman.*

This is a pioneer attempt to tabulate the teaching hours of professors in our graduate schools. The exigencies of the inquiry have doubtless led to errors. Whoever observes an important error should send a correction to some member of the committee for incorporation in an amended report.

<sup>1</sup> Professor Hohlfeld now in Europe gives permission to attach his signature. He has not seen this report in its final form.

*Tabulation of Questionnaire*

<i>Name of University</i>	<i>Hours of a professor teaching undergraduate classes.</i>	<i>Hours of a professor<sup>1</sup> teaching</i>	<i>Is there a revolving fund for research.</i>	<i>Has the University given aid to publication?</i>
California	8-12	6-9	Yes	\$20,000 in 1920-21
Catholic University	Up to 10	No difference <sup>2</sup>	No	Yes
Chicago	10-15	6-8	No	\$35,000 in 1920-21
Clark	Up to 12	2-12	No	Yes
Columbia	6-9	No difference	Yes	Yes
Cornell	8-12	5-9	Yes	Yes
Harvard	6-9	5-9	No	Yes
Illinois	8-12	No difference	Yes	Yes
Indiana	Up to 15	No difference	No	Yes
Iowa	8-15	No difference	Yes	Yes
Johns Hopkins	5-12	No difference	No	Yes
Kansas	10-15	10-12	No	Yes
Michigan	10-12	Average 8.5	No	Yes
Minnesota	8-12	No difference	Yes	Yes
Missouri	9-15	No difference	No	Not in 1920-21
Nebraska	7-15	7-12	No	Yes
Northwestern	10-14	No difference	No	Yes
Ohio State	8-15	No difference	No	Yes
Pennsylvania	12	6-12	No	Not in 1920-21
Princeton	9-12	No difference	No	Yes
Stanford	8-10	No difference	Yes	Yes
Virginia	9-12	No difference	No	Not in 1920-21
Wisconsin	10-15	Average 10	Yes	Yes
Yale	8-10	Average 8.5	Yes	Yes

*Letters from Foreign Scholars about Teaching Hours*

The absence in the United States of anything approaching a complete separation of the graduate school from the college has led to our expecting as large a number of teaching hours from a professor in a graduate school as from a professor in a college; and it has beclouded our notion of what the duties of a graduate professor ought to be. The following letters which were written by foreign scholars at the request of Committee R may, it is hoped, throw light on conditions

<sup>1</sup> By professor is meant anyone holding a higher rank than instructor. Few professors in the United States teach exclusively graduate classes.

<sup>2</sup> The words "no difference" do not precisely represent actual practice, because older professors who often teach fewer hours than their younger colleagues commonly give a larger proportion of graduate courses.

which prevail in older countries. They are in addition to those published in the *Bulletin* for May, 1921.

ARTHUR C. L. BROWN, *Chairman.*

University of London, University College.  
Gower Street, London, W. C. 1  
July 8, 1921.

Dear Professor Brown:

It is somewhat difficult to give a useful answer to your query.

My university has made no definite pronouncement on this question as to the number of hours a professor should lecture; and it varies considerably in different subjects. I believe when I was appointed nearly twenty years ago it was agreed informally that the hours of a professor should not exceed seven weekly; of a reader ten; but I think some of my colleagues are appointed on terms which do not require more than three or four. In practice my university work (including a seminar) occupies some six or seven hours weekly. An academic year runs to about thirty weeks divided over three terms. This includes any time devoted to examinations.

This does not, however, settle the question of the number of hours a professor here can devote to his own private work. With the rapid increase of post-graduate research work in London a great deal of my research energy goes to guiding and controlling the work of my students, as well as preparing seminar work and lectures which shall afford that initiation into the method of research which our post-graduate workers require. I do not regard this as lost time from the purely personal point of view; it means indeed necessarily a great deal of research work of my own. At the same time, as things are at present, it is frankly difficult to do much quite independent work during the university terms. Believe me, with kind regards,

Yours very sincerely,  
(Signed) J. G. ROBERTSON.

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12 Regent Terrace, Edinburgh, Scotland.  
July 9, 1921.

Dear Sir:

Referring to your letter of June 13th I have to state that I lecture three times a week from October to March, two hours each day. In addition I have one or two tutorials of one hour each—altogether seven or eight hours a week. I can count on Saturday and one other day a week, but this is greatly cut into by university business and correspondence with students, etc. In April, May, June, I lecture three times a week, with one tutorial a week. This gives me more time to myself, but, on the other hand, the preparation for and reading of examinations, etc., makes the summer term perhaps the busiest in the year. Most of my research (when busy e.g. on John Donne) was done on Saturdays and in vacation, i.e. one month to six weeks in spring and two to three months in summer.

Yours truly,  
(Signed) H. J. C. GRIERSON,  
*Professor in the University of Edinburgh.*  
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(Translated from the German by A. C. L. Brown.)

Bonn, July 3, 1921.

Professor Wm. A. Nitze,  
University of Chicago.

Dear Sir:

In answer to your inquiry I will say that I give every week six to seven hours of lectures and two hours of seminar teaching. Examinations occupy on an average four hours a week, not including the time devoted to reading examination papers. Faculty meetings occupy two hours a week, not including the half hour spent on the walk each way between my house and the University.

Including Christmas recess we have about five months of vacation.

In general I estimate that I have one forenoon and two afternoons a week (not including Saturdays and Sundays) for my own writing and research. The rest of the time is devoted to the preparation of lectures in which naturally a good deal of scientific investigation is included. For example my *French Etymology* (*Wortbildungslære*) is the outcome of a course of lectures, and many of my shorter articles have grown out of lectures. On the other hand, my studies in the Basque language (for example) which I hope soon to publish bear no relation to my teaching.

Yours sincerely,

(Signed) **MEYER-LÜCKE,**  
*University of Bonn.*

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Berlin Grünwald,  
Warmbrunner Str. 39,  
July 18, 1921.

Dear Professor Brown:

In response to your letter of June 7, I am glad to give you the following information gathered from various professors in the University of Berlin who are entirely conversant with the problem in question. (I am not myself, as you seem to think, a professor any more, but am in the American Department of the Foreign Office.) It is entirely impossible to state the case in terms of hours or in any tabular form, because conditions vary thoroughly from case to case; moreover, I must leave it to you to decide how far conclusions and comparisons are permissible with regard to the problem under investigation in the United States, where conditions are so entirely different. Thus, while the facts here presented may not be very tangible they are at least reasonably correct as far as they go.

The German university professor (*ordinarius*) is, as you know, supposed to be an investigator as much as a teacher, and his duties accordingly are so defined that abundant time is left to research work—in theory. In practice to be sure, in the case of many professors, their time is so taken up with other duties as to leave them no time, or at least very little time, for research while the university is in session. In this respect there are very great differences between the different faculties and also between the different chairs within the same faculty, dependent partly upon the contract entered into by the individual incumbent, with the *Kultusministerium*—the terms of which contract are in many cases known only to the two contracting parties—partly to the subject which he teaches.

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It seems that the minimum requirement, namely the announcement of one "private" (paid for) course and one public (gratis) weekly lecture per term holds true in not a few cases. As a rule, of course, more courses are given.

In Berlin a full professor (*Professor ordinarius*) in the philosophical faculty lectures eight or nine hours a week. The older professors lecture only six hours. A few professors lecture up to twelve hours a week. There is one case of a mathematician lecturing twenty-two hours. A professor holding a chair in a more remote subject, say Oriental languages, will usually be satisfied with very few hours. The term "announcing" (*Ankündigung*) of one "private course," as used above, means that the actual giving of that course may not ever be required. If not enough students register, or if the professor proves that his state of health is unsatisfactory—which prominent research men or lecturers on remote subjects find very easy to prove—he will not lecture at all.

There is one faculty meeting at 6:00 P.M. each week, usually lasting to about 8.00 P.M. or longer, to which as a rule only full professors are admitted. In these meetings among other things, doctors' theses are finally passed upon, the colloquia of the *Habilitanden* (would-be-*Privatdozenten*) are held, etc. More meetings are held if necessary; toward the end of a term they regularly increase in number. Various committee meetings, the reading and certifying of doctors' theses, and *Habilitationsschriften* take up an additional and considerable part of the professors' time; and so does the reading of the *Seminararbeiten*, especially where the Seminars are large: one whole afternoon is probably the minimum time that should be allowed for one such little thesis or essay.

The Rector and the four Deans have, of course, no time at all for research during the years for which they hold office.

Members of the State Examination Commissions (i.e., for the holding *Oberlehrer*-examinations, etc.) have a very considerable extra burden thrown upon them. But not nearly all of the full professors are such members. This burden has been particularly heavy since the end of the war on account of the many applicants who had interrupted their studies during the war and now come up for examination. All these examinations, as you know, are individual examinations lasting many hours, and they are all held in term time. It is safe to say that the professors taking part in them have no time for research work beyond preparation of their courses.

The time left for research, then, is essentially the vacations. The two terms last from the end of April to the beginning of August (interrupted by about ten days at Whitsuntide) and from the end of October to the beginning of March (interrupted by two weeks at Christmas); so that there are about twenty-one weeks of vacation.

The case is essentially different for the assistant professors, i.e., the *ausserordentliche Professoren* (*extraordinarii*), the American term "assistant professor" does not at all fit. They are less paid and have correspondingly smaller duties. As a rule very few of them can have "*Doktoranden*" or be members of the State Examination Boards as above described, nor do they take part in the faculty meetings. Still lighter are the duties of the titular professors and the *Privatdozenten*, who are not paid by the state at all, and who are held to only one course per term. Even in the few cases where they hold a paid lectureship (*einen*

*bezahlten Lehrauftrag*) their *Pflichtstundenzahl* is small. With very few exceptions they do not take part, either, in any of the above duties of the regular professors. On the other hand, it must not be forgotten that they are obliged to make their living largely outside of the university, since the tuition, or rather lecture fees are entirely insufficient to support them. A forceful movement is now on foot to improve their economic condition.

I am afraid this information is not very adequate nor probably what you expected, but it is probably essentially correct. You are entirely at liberty to publish it in full or in substance over my name.

Yours very sincerely,  
(Signed) H. C. DAVIDSON.

Faculté des Lettres,  
Bordeaux.  
July 6, 1921.

Dear Professor Brown:

I willingly answer the questions in yours of June 13. . . . I lecture three times a week (that is the normal schedule of a French university professor), and can count upon three days a week to myself for research or other private literary work during the session. Our examination work in Bordeaux takes more time than at Rennes (say eight weeks); and that leaves us some fourteen weeks vacation (two at Easter, one at Christmas, included) during which most of us do most of our writing or research.

I have no objection whatever to your publishing or making use of this.

Yours very sincerely,  
(Signed) DENIS SAURAT,  
*Maître de conférences de langue et de littérature anglaises à l'Université de Bordeaux.*

81 Boulevard Metz,  
Rennes, France.  
July 6, 1921.

Dear Professor Brown:

I have indeed no objection to your publishing the substance of this letter in your Bulletin, for I should be most happy if I could thus contribute to procure more leisure to American university professors.

In France no university professor (or *Maître de conférences*) is expected to give more than three lectures a week. But the time one can devote to research varies with the departments. In the English department, for instance, our work is more arduous because most of our students go in for competitions such as the *Aggrégation* and *Certificat d'Aptitude à l'Enseignement de l'Anglais*, for which a different list of authors to be read (a very long one as a rule) is set every year.

It should also be considered that we have no elementary routine work, our *Facultés des Lettres*, as you know, corresponding to the graduate schools of your universities, rather than to your colleges, so that every one of our lectures has to be prepared carefully, and sometimes contains a good deal of original thinking.

You ask me to tell you the time that I personally am able to devote to research? From what I have said you understand that it is variable. It depends a great

deal upon the author about whom I have to lecture in the course of a year. I may, however, say that on an average I have about two days every week which are entirely my own. I have beside three full months vacation, and this, of course, is the best part of the year for my personal work.

I should say that six weeks of the year are occupied by examinations, during which time I have no strength left for any other work.

On the whole I do not hesitate to say that French professors are much better off than American professors, and I can tell you, after visiting some twenty-five American universities, that I have the deepest admiration for those among you who find time and strength to devote to research when they have twelve and sometimes fourteen teaching hours a week.

Yours very sincerely,

(Signed) A. FEUILLERAT,  
*University of Rennes.*

132 Avenue du Maine,  
Paris, Aug. 3, 1921.

Dear Sir:

At first sight the question which you ask me is a simple one. Like practically all university professors or lecturers in France I give three lectures a week. Each lecture officially lasts one hour though I am free to extend its duration provided it does not clash with the time-table of the students, and I generally keep them for an hour and a half.

Actual teaching begins the first week in November. There is a ten days' break at Christmas and a fortnight's at Easter. The pressure of examinations is such at the Sorbonne that we have to give up lecturing about the middle of June. The examination period generally lasts for five weeks in summer and three in autumn (starting in Paris about October 15). The actual duration of my long vacation is about ten weeks; it is much less when, as is the case now, I sit on the board of examiners for the "Agrégation."

But the difficulty is to answer your query as to the amount of time I can devote to my own researches. It all depends whether my own work lies in the same lines as my teaching or not. With us a university professor who had to guide and direct his students' work and give them fresh substantial stuff in his lectures (as we all more or less try to do) would have practically no time left for extra study on totally different lines. I know from experience that preparing my next year's course keeps me occupied for the whole vacation, and the job is not done when teaching begins. As the matters set for study in the higher examinations (especially the "Agrégation") are changed every year, having charge of such a course means breaking new ground every year. And very few of us keep clear of the "Agrégation." So the only way out is either to rewrite and publish one's courses, or to adapt one's researches to the set programme of the examinations; or to get the programmes adapted to one's preconceived ideas and intentions—which is a matter of influence, personal relationships, scientific standing, etc.; or to trust to luck.

I am, dear sir, yours sincerely,

(Signed) L. CAZAMIAN.  
*University of Paris.*

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GRADUATE STUDENTS AND FACULTY RESEARCH.--"So long as graduate students are expected to be immature students in need of a schoolmaster, so long will university professors be schoolmasters and not scholars. When once graduate students are expected to stand on their own feet and take the responsibility for their own education, then university professors may devote themselves to those researches which alone justify their existence. The university has an obligation to the public which is not discharged either by providing an opportunity for continued education or an opportunity for professional training in teaching or in any other art. That is the obligation steadily to maintain research and keep the whole university vitalized by devotion to learning. The question of the graduate school is, therefore, as I see it, whether the maintaining of this devotion shall be left to the efforts of individuals or whether the attempt shall be made to support it by an effective organization. If the latter, then the emphasis in the graduate school falls, not on students, but on subjects. Its business is in no sense to teach the ignorant. Its sole business is the advancement of learning. Its administration and its degrees should be controlled by that end."

DEAN F. J. E. WOODBRIDGE,  
*in report to the President of Columbia University.*